

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
PROGRAM APPROVAL REVIEW**

**SAU 74
BARRINGTON SCHOOL DISTRICT
FINAL SUMMARY REPORT**

**Mike Morgan, Superintendent of Schools
Darlene Crete, Director of Special Education**

Visit Conducted on April 3 & 4, 2002
Report Date, October 2, 2002

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I. TEAM MEMBERS

<u>Name</u>	<u>Professional Role</u>
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Visiting Team Members:

P. Alan Pardy	SERESC Consultant
Beth Setear	Coordinator, Early Education Program
Susan Roy	Special Education Teacher
Dawn Lewis	Special Education Director
Dyane Anstey	Special Education Teacher
Kristin O'Neil	Essential Skills Teacher
Jennifer Pomykato	Special Education Coordinator
Jan Borsh	Special Education Teacher

Building Level Team Members:

Judy Eimicke	Director, Step by Step Program
Michelle Halligan-Foley	Resource Teacher
Heidi Lundgren	Resource Teacher
Claire Ivery	Student Services Provider
Misty Manchester	Student Services Provider
Gail Korth	Speech/Language
Keith Conley	Student Services Teacher
Deb Byrne	Student Services Teacher
Julie Culligan	
Jeanne Collins	
Dianna	

II. INTRODUCTION

The Barrington School District is comprised of the town of Barrington. With no high school of its own, the district tuitions its students to Dover High School. Pre-schoolers attend a program operated by SAU 44 (Northwood, Nottingham and Strafford), which used to include the town of Barrington as well. Barrington operates its own middle school, which houses approximately 450 students. One half of the students are in a multi-grade configuration, while the other half attend a graded middle school, located in another building a short walking distance away. The elementary school is the newest building in the district, housing students in grades K through five. The district operates programs for students with learning disabilities, speech and language difficulties, emotional disorders, autism and other disabilities. They tuition a small number of students to out-of-district placements, and all of their high school students to Dover High School or other programs as appropriate. The district had no “James O” students at the time of the April visit.

III. PURPOSE OF VISIT

The New Hampshire Department of Education conducted a Special Education Program Approval Visit to the Barrington School District on April 3 and 4, 2002, for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the Program Approval Visit, all of the special education services offered by the district were reviewed, and all buildings were visited, including Dover High School, where Barrington tuitions its high school students. Activities related to this Program Approval Visit included the review of all application materials submitted by the SAU, verification of personnel credentials for special education staff, program descriptions, SPEDIS reports, and analysis of data collected during the visit. Data included the review of student case studies, interviews with staff, administrators, students and parents and classroom observations. Throughout the entire review process, the visiting team worked in collaboration with the staff of the Barrington School District. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

IV. PROGRAM APPROVAL REVIEW PROCESS

The New Hampshire Department of Education provided SAU 74 with a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the data collection and special education program approval activities. The 2-day visit was designed as a focused review on the following areas of programming:

- Access to the General Curriculum
- Transition
- Assessment

The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population, ages 3-21, throughout the SAU. Evidence of the work conducted in-district and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, paraprofessionals, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas of improvement needed for each school reviewed.

V. STATUS OF PREVIOUS PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS

SAU 74 was formed in July 1996, and had not been reviewed as its own SAU. A previous on-site visit occurred on December 8th and 9th, 1992, when Barrington was part of SAU 44. From that report, several areas were noted, referring to documentation and organization of files; in addition, the need for systematic in-service instruction for staff, particularly around inclusion, was noted in the December 1992 report. There were also instances of student files not having the necessary signatures, dates, or certified personnel present for team meetings. None of those issues arose during the visit of April 2002. It should also be noted that neither the current Special Education Director, nor the Superintendent were employed in Barrington at the time of the 1992 visit.

VI. SAU WIDE SUMMARY OF FINDINGS

Within the SAU/District, the following were general findings:

- Staff are highly committed, motivated and energetic in providing quality services to students with disabilities, and the Director of Special Education sets a positive tone of encouragement and support for all staff to do the best quality work for students;
- Students with disabilities are naturally and successfully participating in the general curriculum and in extra-curricular activities offered to all students;
- Parents who were interviewed were pleased with their child's program and progress;
- Files were well-organized and information was readily accessible;
- The elementary and middle schools operate with a strong team approach;
- The multi-age middle school program provides many opportunities for students with different learning needs to be successful;
- The pre-school program options are limited since SAU 74 does not operate its own program; (Barrington students attend an SAU 44 program called "Step-by-Step", and Barrington students comprise more of this program than do those from any other district.
- High School students sometimes have difficulty with the transition from the Middle School to Dover High School, but coordination is improved with the addition of a part-time high school liaison, in addition to the guidance counselor from the district who also works with Barrington district students who attend Dover High School.
- As with any sending district, Barrington does not have much control over the curriculum offered to their students at Dover High School. It was reported by some district staff that regular teachers from Dover High may not always attend IEP meetings. If that is the case, there needs to be administrative direction from Dover High so that IEP meetings on Barrington students can be comprised of the legally-required minimum personnel.
- There are lags in the testing time for evaluations, due to the overload of the single district psychologist, who also tests students attending Dover High School. The district may want to add more psychological staff, or contract for that service, in order to avoid untimely delays in evaluations and re-evaluations.
- In-service education is somewhat sporadic, although there are more offerings than in previous years; the addition of a contracted behavior specialist has made on-going consultation more possible, especially around students with behavioral and emotional disorders. Coordinating in-service education with the district Master Plan may help to provide more focused training.

ACCESS TO THE GENERAL CURRICULUM

ED 1109.05 CFR 300.342 Implementation of IEPs

ED 1115.07 CFR 300.306 Provision of Non-Academic Services

ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum

ED 1119.08 CFR 300.304 Equal Education Opportunity

In all the settings within the district and at Dover High School as well, it appears that Barrington students with disabilities are accessing the general curriculum along with their non-disabled peers, and students with disabilities are accessing the same extra-curricular activities as do their non-disabled peers. However, at the high school level, attendance of regular education teachers at IEP meetings can be sporadic, and may need administrative reinforcement from Dover High administration.

TRANSITION

ED 1102.53 CFR 300.29 Transition Planning

ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE

ED 1109.01 CFR 300.132 Transition Services

There needs to be a written policy to ensure that transition planning occurs for students at least 90 days before their 3rd birthday, and for students age 14 or older. Transitions are occurring from early intervention services into the pre-school program that serves students from Barrington, Northwood and other districts. Parents are involved, and the services provided to pre-schoolers appear to be comprehensive. For older students, transition from high school to the adult world is happening without complete documentation, although parents appear to be involved. High school students who were interviewed did not seem very knowledgeable about their own transition process.

ASSESSMENT

ED 1133.05 (I) CFR 300.347 (a) (5) RSA 193-C

There appeared to be multiple assessments available in those files reviewed. Multiple measures of success, including report cards, progress reports, three-year evaluation summaries, and other measures, including student work, were evident in files.

SPECIAL EDUCATION PROCESS: POLICY AND PROCEDURE

ED 1106.01 Special Education Process

ED 1103.01 Child Find, Responsibilities of the LEA

There is written evidence of district policy re: the special education process, with the local special education handbook currently in revision. Some district practices, such as the guarantee of students in private placements able to earn a regular high school diploma, need to be committed to writing.

VII. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #74 School: Preschool Program, Barrington Elementary School

Recorder/Summarizer: P. Alan Pardy Date: May 22, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Barrington Pre-School Program "Step-by-Step", operated by SAU 44
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Students are participating in all classroom activities with non-disabled peers.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Students with disabilities are participating in all extra-curricular activities with non-disabled peers.
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Barrington Pre-School Program
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	Some documentation exists – in meeting minutes
3a	Team includes parents and personnel from other agencies in transition planning	Early Intervention staff, parents and Kindergarten personnel and outside agencies are involved in transition meetings.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (b), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Barrington Pre-School Program
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	
1b	Student participates in state assessment	
2	Alternate assessment provided as needed for both district and state assessments	
3a	Assessment data is used to develop IEP	Yes, using initial evaluation information.
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Yes, language samples, anecdotal records, updates of IEPs, work samples, and test instruments, teacher observations are all used.
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	

Barrington Pre-School - Step-by-Step Program	
Strengths	Suggestions for Improvement
1. Training and qualifications of staff 2. High adult/child ratio 3. Continuity of expectations during school experience 4. Relationships with parents are positive, with daily notes and phone calls	1. Stability, staff space and bigger space are necessities. 2. There is a need to include typically developing peers. 3. A formal preschool curriculum is needed. 4. The transition process is done well, but needs to be documented.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #74 School: Barrington Elementary School

Recorder/Summarizer: Susan Roy Date: April 4, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Barrington Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Yes, per schedule, assessments, student, parent and teacher interviews.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Yes, per schedule, IEP, observation and interview team. Student is included when it is most appropriate for her. The teacher accommodated her needs.
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Barrington Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Meeting minutes reflect plans for transition to new school, bus issues, social issues and need for special program. Student profile helps.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Barrington Elementary School
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	
1b	Student participates in state assessment	
2	Alternate assessment provided as needed for both district and state assessments	
3a	Assessment data is used to develop IEP	
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	IEP was developed from information gained from assessment process – systematic approach to school-wide assessment.
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	Staff development could come through this information

Barrington Elementary School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Team approach to IEP (meeting children's needs) works well. 2. Team members are respectful. 3. There is good administrative support. 4. Teachers are very positive about inclusion and having identified students in class. 5. The school is very organized. 6. Every specialist seemed to know about current theory and practice. 7. The district is flexible – they provide what the student needs (One student, for example, is transported to an outside gym session). 8. The district is attempting to meet extra-curricular needs. 9. Classroom activities were examples of good teaching. 10. The amount and types of parent contact are strong. 11. Small caseloads when kids with heavy needs are involved. 	<ol style="list-style-type: none"> 1. Documentation could not be found concerning discussion not to do student's current 3 year evaluation, although parent and staff member remembered discussing it at a meeting. 2. Secretarial support would release highly qualified people from tedious paperwork. 3. The team does a lot for students, but it doesn't seem to be documented or recognize in a way that parents/community would be aware of. A formal, systematic record of innovative programs is recommended. 4. Systematic, ongoing training for paraprofessionals and teachers in special education issues is recommended. 5. Middle School services and transition for kids with high needs are suggested. 6. Staff need more planning and consultation time.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #74 School: Barrington Middle School

Recorder/Summarizer: Kristin O'Neil and Dyane Anstey **Date:** April 4, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Barrington Middle School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	One student observed is in the regular classroom most of the day, but is pulled out for math and reading
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	One student is involved in all regular education classes with a one on one aide. Student is pulled out for ½ hour a week for group counseling. All other special education services are provided in the classroom.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Student has been in basketball and cross country running throughout school. Student also goes to all school socials and belongs to Adventure and Nature-based programs.
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Barrington Middle School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	One student has written documentation for transition. For another student, IEP minutes mention the transition to high school. That student has visited the high school and attended a schedule meeting. Transition plans will be finalized at the next IEP meeting in 2 weeks.
3a	Team includes parents and personnel from other agencies in transition planning	Yes
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	One student has done career project, cafeteria and school store work that is documented.
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Barrington Middle School
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	One student takes NHEIAP and all district-wide tests with modifications
1b	Student participates in state assessment	same
2	Alternate assessment provided as needed for both district and state assessments	Yes, as needed
3a	Assessment data is used to develop IEP	Standardized forms, NHEIAP tests, district wide tests and teacher input are all used.
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Team meetings, report cards, portfolios, and informal reading/math assessment are all used, as well as standardized tests.
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	

Barrington Middle School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Teamwork – there is collaborative effort by all staff. 2. In multi-age classes – everyone does what they are able to do. 3. For one student observed, the social emphasis supercedes academic goals. 4. The student has the ability to express her needs and wants. 5. Transition work with the student was instrumental in her success at Barrington Middle School. 6. Communication to parents and students through the phone and newsletter is good. 7. Monthly special education meetings are held during the day, school and district wide. 8. Learning Centers are open to disabled and non-disabled students. 9. Homework Club is offered two days a week after school for general and special education students. 10. Programs are developed on an individual basis (such as one student's woodwork project). 11. Good preparation for the Program Approval Visit. 	<ol style="list-style-type: none"> 1. A formal process for documentation of transition plans is needed. 2. A district wide reading/spelling philosophy is in the process of being addressed, which should be continued. 3. There should be district-wide standardization of forms for continuity, which is also being addressed. 4. The Middle School will benefit from the new building to be built. 5. A district-wide policy is recommended on discipline and consequences. 6. Special Education training is needed for teachers and paraprofessionals. 7. Space and a program are needed for vocational activities. 8. Social skills training/Lifeskills program is recommended.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
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NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #74 School: Dover High School

Recorder/Summarizer: Jan Borsh Date: April 3, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Dover High School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Student schedules reflect full participation in all cases, including extra-curricular activities.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	All students with disabilities are able to participate in extra-curricular activities, however, the elimination of the late bus to Barrington may prevent all Barrington students from participating in afterschool activities.
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	Yes
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Dover High School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	There is little evidence of meaningful student participation in transition planning.
2	Written documentation exists for transition services	Some, but not extensive
3a	Team includes parents and personnel from other agencies in transition planning	Parents appear to be involved in meetings.
3b	Student is informed before age 17 of his/her rights under IDEA	Yes
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	Inconsistent documentation of these 4 areas
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Dover High School
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	
1b	Student participates in state assessment	
2	Alternate assessment provided as needed for both district and state assessments	Yes, as needed
3a	Assessment data is used to develop IEP	Yes – individual assessment data is used to rewrite and revise IEPs
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Report cards and progress reports are used to determine student progress.
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	

Dover High School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> CM are involved and advocates for all kids (Dover, Barrington, etc.). Kids get what they need! Kids are happy and enjoyed Dover High School. The kid-adult connection modeled at Barrington Middle School helps at the High School. Grade 8 students attend meeting for transition. Dover has a variety of afterschool activities Dover High School is adding counselors for 9th grade. Most of the teachers have positive attitudes and they are supportive, especially in Vocational Education. Barrington supports Dover financial requests. Facility/Atmosphere/Culture Availability of reading programs and instruction. Many efforts are made to improve the special education process e.g. consultant, directors meetings, creative problem solving. A Vocational Inclusion Program is available. There is a shared counselor available during grade 8-9 transition. Barrington and Dover Special Education Directors and Coordinators meet bimonthly to consult with one another. 	<ol style="list-style-type: none"> Annual IEP training is recommended for all professional staff. Computer program IEP preparation Evaluations for IEP development Barrington procedurals with Dover – Due process potential! Barrington – add evaluator/consultation for High School priority, then M.S. for grade 8. Administrative involvement is suggested to require regular education teachers to attend IEP meetings, with coverage provided. IEP scheduled – staggered annuals Restore late bus from Dover High School to Barrington to make connections. Change the language of course of studies, e.g. “open to special education students only”. The “Alternative Diploma” must be offered to all students to be compliant. Vision – long range goal planning – especially for severely handicapped students, but also for mildly disabled. Document the process. Institute collaborative planning for CM, aides and director. Define roles of LEA liaison to avoid conflict of interest. Begin training/mentoring for new staff. Improve the transition process for all kids and document for IEPs.

VIII. ADDENDUM: OUT OF DISTRICT SUMMARY

ADDENDUM

Out-of-District File Review

SAU 74

Date: April 3 and 4, 2002

Reviewer: P. Alan Pardy

<p style="text-align: center;">ADDENDUM Out-of-District File Review</p>

SAU 74

Number of Files Reviewed: 3

Based on the 3 out-of-district files reviewed at the SAU office, paperwork was complete, the files were well-organized and IEPs were signed, current and clear. The parent of one of these students was contacted, as was the provider of services (Easter Seals). The parent was satisfied with the current program and progress, and the provider felt that they had the necessary information and support for this to be a successful placement.

CITATIONS OF NONCOMPLIANCE

None

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 74

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: April 3 and 4, 2002

Reviewer: Alan Pardy

<p style="text-align: center;">ADDENDUM JAMES O. MONITORING PROGRAM</p>

SAU 74

The district had no James O. students at the time of this visit.